July 2009



#### DEPARTMENT OF EDUCATION

2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at <a href="https://www.maine.gov/education/mea/index.htm">www.maine.gov/education/mea/index.htm</a>.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron

Commissioner of Education

Susan A. Lendron



### School Report Grade 7

Test Date: March 2009

Code: 12461692

SAU: MSAD 52

School: Tripp Middle School

### **Contents of the Report**

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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## **SUMMARY OF SCORES**

Test Date: March 2009 7

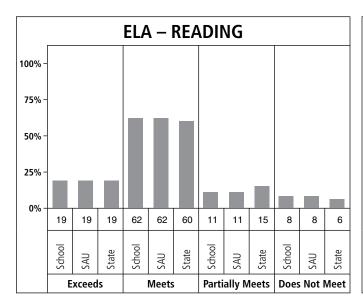
Grade:

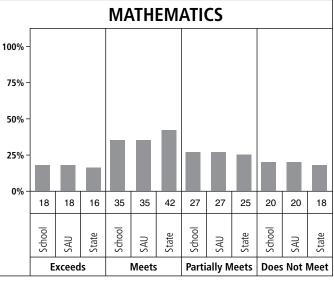
MSAD 52 SAU:

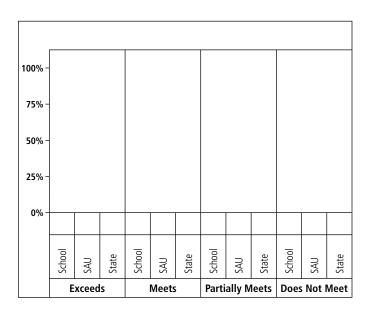
**Tripp Middle School** School:

### **Summary of School, SAU, and State Scores**

Year	Avera	age Scaled :	Score
ieai	School	SAU	State
ELA – Reading 2006–2007 2007–2008 2008–2009 Cum. Avg.*	752 751 <b>752</b> 752	752 751 <b>752</b> 752	748 750 <b>751</b> 750
Mathematics 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	740 744 <b>744</b> 743	740 744 <b>744</b> 743	742 743 <b>745</b> 743







<sup>\*</sup>Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



## **SUMMARY OF STUDENT PARTICIPATION**

Test Date: March 2009

Grade: 7

SAU: MSAD 52

School: Tripp Middle School

		Ε	nroll	mer	nt¹						C	TNC	EN.	ΤAF	REA	PA	RTIC	CIPA	TIO	N <sup>2</sup>				
CATEGORY OF		durii	ng testi	ing wi	ndow				ELA-F	Reading					Mathe	matics								
PARTICIPATION	Sch	nool	SA	AU	St	ate	Scl	nool	S	AU	St	ate	Scl	hool	S	AU	Sta	ate	Sch	nool	S	AU	St	ate
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	181	100	181	100	14446	100	181	100	181	100	14316	99	181	100	181	100	14322	99						
Ethnicity African American/Black	4	2	4	2	432	3	4	100	4	100	416	97	4	100	4	100	421	98						
American Indian or Native Alaskan	1	1	1	1	124	1	1	100	1	100	121	98	1	100	1	100	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	5	3	5	3	147	1	5	100	5	100	144	99	5	100	5	100	144	99						
Caucasian/White	171	94	171	94	13483	93	171	100	171	100	13380	99	171	100	171	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	36	20	36	20	2428	17	36	100	36	100	2391	99	36	100	36	100	2391	99						
Current LEP	4	2	4	2	334	2	4	100	4	100	318	95	4	100	4	100	328	98						
Economically disadvantaged	52	29	52	29	5498	38	52	100	52	100	5431	99	52	100	52	100	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF			ELA-	Reading					Mathe	matics								
	S	chool		SAU	St	ate	Sci	hool	SA	AU	Sta	ate	Sc	hool	S	AU	St	ate
PARTICIPATION <sup>3</sup>	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	146	81	146	81	11742	81	145	80	145	80	11754	81						
Identified disability (PET/IEP)	5	3	5	3	367	3	5	3	5	3	365	3						
LEP	1	1	1	1	168	1	1	1	1	1	169	1						
504 plan	1	1	1	1	183	2	1	1	1	1	187	2						
Participation with accommodations	34	19	34	19	2367	16	35	19	35	19	2366	16						
Identified disability (PET/IEP)	30	88	30	88	1819	77	30	86	30	86	1824	77						
LEP	2	6	2	6	143	6	2	6	2	6	154	7						
504 plan	3	9	3	9	84	4	3	9	3	9	80	3						
Other	0	0	0	0	358	15	1	3	1	3	346	15						
Participation through alternate assessment (PAAP)	1	1	1	1	205	1	1	1	1	1	202	1						
Identified disability (PET/IEP)	1	100	1	100	205	100	1	100	1	100	202	100						
LEP	1	100	1	100	5	2	1	100	1	100	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	0	0	0	0	97	1	0	0	0	0	92	1						

<sup>&</sup>lt;sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>&</sup>lt;sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>&</sup>lt;sup>3</sup>Percents are the percentage of students in each content area by mode.



## **ELA-READING RESULTS**

Test Date: March 2009 7

Grade:

MSAD 52 SAU:

**Tripp Middle School** School:

#### STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	<b>V</b> U	Sta	ite
The quality of a student's work at each achievement level reflects progress in attaining Maine <i>Results: Parameters for Essential Instruction</i> in English language arts – reading.	's Learning	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	35	21	35	21	2630	18
	2007-2008	26	18	26	18	2604	18
	<b>2008-2009</b>	<b>35</b>	<b>19</b>	<b>35</b>	<b>19</b>	<b>2618</b>	<b>19</b>
	Cum. Total*	96	20	96	20	7852	18
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	96	59	96	59	7605	51
	2007-2008	88	60	88	60	8049	55
	<b>2008-2009</b>	<b>111</b>	<b>62</b>	<b>111</b>	<b>62</b>	<b>8484</b>	<b>60</b>
	Cum. Total*	295	60	295	60	24138	56
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	26	16	26	16	3000	20
	2007-2008	20	14	20	14	2672	18
	<b>2008-2009</b>	<b>19</b>	<b>11</b>	<b>19</b>	<b>11</b>	<b>2108</b>	<b>15</b>
	Cum. Total*	65	13	65	13	7780	18
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	7	4	7	4	1620	11
	2007-2008	12	8	12	8	1190	8
	<b>2008-2009</b>	<b>15</b>	<b>8</b>	<b>15</b>	<b>8</b>	<b>899</b>	<b>6</b>
	Cum. Total*	34	7	34	7	3709	9

		nber	A	verage Poir	nts Attaine	d (Number	and Percen	nt)
Learning Results Content Standards		oints sible	Sch	ool	SA	<b>AU</b>	Sta	ate
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	35.2	62.9	35.2	62.9	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.8	59.0	11.8	59.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.4	65.0	23.4	65.0	22.6	62.8

The MEA assesses students' reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 Learning Results: Parameters for Essential Instruction, which can be found at: http://www.maine.gov/education/lres/pei/index.html.



# **ELA-READING RESULTS**

(CONTINUED)

Test Date: March 2009

Grade: 7

SAU: MSAD 52

School: Tripp Middle School

*						nool							SA	AU					Sta	ate		
REPORTING CATEGORIES	Tested		E		М		P		D	Mean Scaled	Tested	E	М	P	D	Mean Scaled	Tested	E	М	P	D	Mean Scaled
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	180	35	19	111	62	19	11	15	8	752	180	19	62	11	8	752	14109	19	60	15	6	751
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	4 1 0 4 171	33	19	106	62	19	11	13	8	752	4 1 0 4 171 0	19	62	11	8	752	409 117 253 142 13188 0	11 12 24 14 19	49 53 59 56 61	22 19 11 17 15	18 16 6 13 6	744 746 753 747 751
<b>Identified disability</b> Yes No	35 145	0 35	0 24	9 102	26 70	12 7	34 5	14 1	40 1	732 757	35 145	0 24	26 70	34 5	40 1	732 757	2186 11923	2 22	36 65	35 11	27 3	737 754
Current LEP Yes No	3 177	35	20	110	62	19	11	13	7	752	3 177	20	62	11	7	752	311 13798	4 19	41 61	29 15	26 6	739 751
Economically disadvantaged Yes No	51 129	3 32	6 25	35 76	69 59	5 14	10 11	8 7	16 5	746 754	51 129	6 25	69 59	10 11	16 5	746 754	5300 8809	8 25	58 61	22 10	11 4	746 754
Migrant Yes No	0 180	35	19	111	62	19	11	15	8	752	0 180	19	62	11	8	752	8 14101	13 19	50 60	38 15	0 6	747 751
Gender Female Male Not Reported	82 98 0	21 14	26 14	49 62	60 63	10 9	12 9	2 13	2 13	755 749	82 98 0	26 14	60 63	12 9	2 13	755 749	6993 7116 0	24 14	61 60	11 18	4 8	754 749
Title 1A targeted program Yes No	1 179	35	20	111	62	18	10	15	8	752	1 179	20	62	10	8	752	1025 13084	10 19	53 61	27 14	11 6	745 752
Gifted/talented program Yes No	6 174	2 33	33 19	4 107	67 61	0 19	0 11	0 15	0 9	761 752	6 174	33 19	67 61	0 11	0 9	761 752	676 13433	66 16	33 61	1 16	0 7	766 750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards



# **ELA-READING RESULTS**

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: MSAD 52

School: **Tripp Middle School** 

					Sch	ool							SA	U					Sta	ite		
QUESTIONNAIRE ITEMS	Students in Each Category		E	ı	М		P		D	Mean Scaled Score	Students in Each Category	E	М	P	D	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	Score	%	%	%	%	%	Score	%	%	%	%	%	- Score
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 41 48 5	2 15 15 3	18 21 17 33	3 44 60 4	27 60 70 44	1 9 6 2	9 12 7 22	5 5 5 0	45 7 6 0	738 752 754 754	6 41 48 5	18 21 17 33	27 60 70 44	9 12 7 22	45 7 6 0	738 752 754 754	7 52 37 4	8 17 23 19	48 62 61 53	25 15 12 18	19 6 4 10	743 751 753 750
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	26 58 13 4	19 15 1	41 14 4 0	25 68 17	54 65 74 14	0 17 1	0 16 4 14	2 4 4 5	4 4 17 71	760 752 745 725	26 58 13 4	41 14 4 0	54 65 74 14	0 16 4 14	4 4 17 71	760 752 745 725	30 49 19 3	33 16 5 3	56 64 59 45	7 14 26 32	4 5 10 21	756 751 745 740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?  A. The questions on the test match what I have learned in reading class.  B. They match some of what I have learned.  C. They match just a little of what I have learned.  D. There is no match.	31 57 11 2	17 15 3 0	31 15 16 0	32 67 9	59 66 47 0	1 14 4 0	2 14 21 0	4 5 3	7 5 16 100	757 752 746 723	31 57 11 2	31 15 16 0	59 66 47 0	2 14 21 0	7 5 16 100	757 752 746 723	33 52 11 3	24 18 11 6	62 62 54 38	10 15 23 29	3 5 13 27	754 751 746 739
How difficult was the reading part of this test?  A. more difficult than my regular schoolwork  B. about the same as my regular schoolwork  C. easier than my regular schoolwork	18 66 16	7 23 5	22 19 17	16 75 20	50 64 69	3 15 1	9 13 3	6 5 3	19 4 10	748 754 752	18 66 16	22 19 17	50 64 69	9 13 3	19 4 10	748 754 752	17 65 17	16 19 22	55 62 60	18 14 13	12 5 5	748 752 752
How difficult were the reading passages on this test?  A. Most of the passages were more difficult than what I normally read.  B. Most of the passages were about the same as what I normally read.  C. Most of the passages were easier than what I normally read.	10 58 32	0 17 18	0 17 32	8 69 33	44 67 58	3 11 5	17 11 9	7 6 1	39 6 2	735 753 757	10 58 32	0 17 32	44 67 58	17 11 9	39 6 2	735 753 757	9 54 38	4 14 28	44 63 60	27 17 9	24 5 3	740 750 756
How hard did you try on the reading part of this test?  A. I tried harder on this test than I do on my regular schoolwork.  B. I tried about the same as I do on my regular schoolwork.  C. I did not try as hard on this test as I do on my regular schoolwork.	51 46 3	13 22 0	14 27 0	56 50 5	62 61 83	11 8 0	12 10 0	11 2 1	12 2 17	749 756 742	51 46 3	14 27 0	62 61 83	12 10 0	12 2 17	749 756 742	44 51 5	19 19 9	60 62 51	15 13 26	6 5 15	751 752 744
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	15 66 9	8 24 1 2	30 20 6 12	13 80 10 8	48 67 63 47	5 12 2 0	19 10 13 0	1 3 3 7	4 3 19 41	752 755 746 742	15 66 9 9	30 20 6 12	48 67 63 47	19 10 13 0	4 3 19 41	752 755 746 742	21 45 13 21	27 22 13 7	57 62 61 59	11 12 17 24	5 4 8 11	755 753 749 746
Optional school/SAU question A. B. C. D.	0 0 100 0	0	0	0	0	0	0	1	100	700	0 0 100 0	0	0	0	100	700						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number



### **MATHEMATICS RESULTS**

Test Date: March 2009 7

Grade:

SAU: MSAD 52

**Tripp Middle School** School:

#### STUDENTS AT EACH ACHIEVEMENT LEVEL

						1	
ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	\U	Sta	te
The quality of a student's work at each achievement level reflects progress in attaining Maine's Results: Parameters for Essential Instruction in mathematics.	s Learning	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	23	14	23	14	2142	14
	2007-2008	20	14	20	14	2028	14
	<b>2008-2009</b>	<b>32</b>	<b>18</b>	<b>32</b>	<b>18</b>	<b>2220</b>	<b>16</b>
	Cum. Total*	75	15	75	15	6390	15
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 742–760)	2006-2007	54	33	54	33	5642	38
	2007-2008	64	44	64	44	5703	39
	<b>2008-2009</b>	<b>63</b>	<b>35</b>	<b>63</b>	<b>35</b>	<b>5879</b>	<b>42</b>
	Cum. Total*	181	37	181	37	17224	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	51	31	51	31	4077	27
	2007-2008	36	25	36	25	3733	26
	<b>2008-2009</b>	<b>49</b>	<b>27</b>	<b>49</b>	<b>27</b>	<b>3537</b>	<b>25</b>
	Cum. Total*	136	28	136	28	11347	26
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	36	22	36	22	3001	20
	2007-2008	26	18	26	18	3054	21
	<b>2008-2009</b>	<b>36</b>	<b>20</b>	<b>36</b>	<b>20</b>	<b>2484</b>	<b>18</b>
	Cum. Total*	98	20	98	20	8539	20

		nber	Avera	ge Point	s Attaine	d (Numbe	r and Pe	rcent)
Learning Results Content Standards	of Poss	oints sible	Sch	iool	SA	AU	Sta	ate
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	29.5	52.7	29.5	52.7	29.9	53.4
A. Number	14	25	7.9	56.4	7.9	56.4	7.7	55.0
B. Data	16	29	7.8	48.8	7.8	48.8	8.1	50.6
C. Geometry	12	21	7.2	60.0	7.2	60.0	6.9	57.5
D. Algebra	14	25	6.7	47.9	6.7	47.9	7.3	52.1

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 Learning Results: Parameters for Essential Instruction, which can be found at: http://www.maine.gov/education/lres/pei/index.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# **MATHEMATICS RESULTS**

(CONTINUED)

Test Date: March 2009

Grade: 7

SAU: MSAD 52

School: Tripp Middle School

*						nool							SA	UA					Sta	ate		
REPORTING CATEGORIES	Tested		E	1	M		P		D	Mean Scaled	Tested	E	М	P	D	Mean Scaled	Tested	E	М	Р	D	Mean Scaled
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	180	32	18	63	35	49	27	36	20	744	180	18	35	27	20	744	14120	16	42	25	18	745
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	4 1 0 4 171 0	32	19	58	34	48	28	33	19	744	4 1 0 4 171 0	19	34	28	19	744	416 119 258 142 13185 0	5 8 25 8 16	26 30 43 39 42	28 31 19 23 25	41 30 13 30 17	733 737 750 739 745
Identified disability Yes No	35 145	0 32	0 22	0 63	0 43	11 38	31 26	24 12	69 8	722 749	35 145	0 22	0 43	31 26	69 8	722 749	2189 11931	2 18	17 46	27 25	53 11	728 748
Current LEP Yes No	3 177	32	18	62	35	48	27	35	20	744	3 177	18	35	27	20	744	323 13797	4 16	20 42	28 25	48 17	729 745
<b>Economically disadvantaged</b> Yes No	51 129	4 28	8 22	17 46	33 36	14 35	27 27	16 20	31 16	738 746	51 129	8 22	33 36	27 27	31 16	738 746	5308 8812	7 21	35 46	30 22	28 11	738 749
Migrant Yes No	0 180	32	18	63	35	49	27	36	20	744	0 180	18	35	27	20	744	8 14112	0 16	50 42	38 25	13 18	742 745
Gender Female Male Not Reported	82 98 0	13 19	16 19	27 36	33 37	25 24	30 24	17 19	21 19	744 744	82 98 0	16 19	33 37	30 24	21 19	744 744	6992 7128 0	16 15	43 41	25 25	16 19	745 744
Title 1A targeted program Yes No	1 179	32	18	63	35	48	27	36	20	744	1 179	18	35	27	20	744	1024 13096	7 16	26 43	36 24	31 17	736 745
<b>Gifted/talented program</b> Yes No	6 174	3 29	50 17	3 60	50 34	0 49	0 28	0 36	0 21	760 744	6 174	50 17	50 34	0 28	0 21	760 744	676 13444	68 13	29 42	2 26	0 18	767 744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

**NOTE:** Some achievement level results have been left blank because fewer than five (5) students were tested.

= Number



# **MATHEMATICS RESULTS**

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: MSAD 52

Tripp Middle School School:

How much homework do you do on school nights?  No	₹	140		• • • • • • • • • • • • • • • • • • • •				<i>'</i>															
HEMS    Incomplete   Fig.   Fi						Sch	ool							SA	U					Sta	ite		
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C. They match just a little of what I have learned.  24 6 6 14 10 2 3 15 30 14 33 738 24 14 23 50 33 738 17 9 55 32 24 740  Lother is no match.  4 0 0 0 3 38 2 2 5 18 735 4 0 38 52 38 735 4 7 2 12 22 51 730  How difficult was the mathematics part of this test?  A more difficult was the mathematics part of this test?  A more difficult was the mathematics part of this test?  A more difficult was the mathematics part of this test?  A more difficult was the mathematics part of this test?  A more difficult was the mathematics part of this test?  A life dander on this test than Info on my regular schoolwork.  52 17 16 31 29 35 32 27 33 19 23 740 46 11 32 33 23 747 746 51 18 44 25 15 748  A life dander on this test than I do on my regular schoolwork.  53 14 22 27 38 19 23 740 46 11 32 33 23 23 740 37 8 40 29 23 740  A life dander on this test than I do on my regular schoolwork.  53 14 22 29 35 32 25 10 756 12 88 48 5 10 756 12 41 33 51 31 11 758  A life dander on this test than I do on my regular schoolwork.  54 17 16 31 29 35 32 25 23 742 62 16 29 32 23 742 48 14 22 27 17 744  A life dander on this test than I do on my regular schoolwork.  55 14 2 2 2 3 740 748 749 37 22 45 20 13 749 47 18 47 22 25 34 748  C l. clid not try as hard on this test as I do on my regular schoolwork.  56 17 16 31 29 35 32 25 23 742 62 16 29 32 23 742 48 14 22 27 17 744  C l. clid not try as hard on this test as I do on my regular schoolwork.  57 14 22 29 27 18 17 749 37 18 8 40 29 33 737  A less than 30 minutes  58 1 1 7 5 5 66 5 66 3 21 741 8 749 37 22 45 20 13 749 47 18 8 47 18 47 18 47 18 47 18 47 18 47 18 47 18 47 18 47 18 47 18 47 18 47 18 47 18 47 18 47 18 18 43 18 47			00	0.4	00	1,4	00	00	1	45	747		0.4	44	00	45	747		45	45	00	4.5	740
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D. never or almost never  How often do you use laptops in mathematics class?  A. almost every day  B. two or three days a week  C. two or three times each month  D. never or almost never  B. two or three days a week  C. two or three times each month  D. never or almost never  B. two or three days a week  C. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three days a week  C. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. never or almost never  B. two or three times each month  D. two or three tim																							
How often do you use laptops in mathematics class?  A. almost every day  B. two or three days a week  C. two or three times each month  D. never or almost never  Optional school/SAU question  A.  O  O  O  O  O  O  O  O  O  O  O  O  O			1																ı				
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D. never or almost never    81   29   20   53   37   42   29   21   14   747   81   20   37   29   14   747   35   16   40   25   19   744     Optional school/SAU question   A.																							
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E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number